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AUTHOR Polito, Ronald, Comp.
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ABSTRACT

This listing of sources pertaining to various aspects of visual communication and their instructional implications contains dissertations, journal articles, books, papers and projects. Eighty-two entries through 1972 are organized in seven sections: (1) the process of communication, (2) research design, (3) screen education/ visual literacy: philosophy, (4) screen education/visual literacy and reading, (5) screen education/visual literacy and self-concept, (6) visual-language relationships; and (7) visual-language relationships and disadvantaged children. Author, title, bibliographic data, and a brief annotation are given for each item. (SC)

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Media Education: An Annotated Bibliography

Compiled by: Dr. Ronald Polito

Boston State College

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As used herein, media education refers to those formal and informal educational programs intended to aid the learner interpret and utilize the visual media more efficiently. Traditionally, media education has been concerned with the study of film, but in recent years has been expanded to include the study of television, photography and a variety of other visual media.

The annotated bibliography presented here evolved from an attempt to survey the research undertaken in the field of media education through 1972. An update through 1976 is in progress, but is not complete at this time.

Any review of the literature pertaining to media education is severely hampered by the relative newness of the concept and the almost complete lack of formal empirical research. Even the more familiar, yet less comprehensive, term "film study" does not appear in the educational research literature until 1964. In addition, the growth and development of most media education programs has been dependent upon teacher intuition, word of mouth, and trial and error experiences. Written curricula, published or unpublished, are difficult to find and are almost always limited to descriptions of courses, activities and experiences. Commercially published materials in the field generally follow the same format. Attempts to evaluate courses and materials by empirical methods are rare and tend to center around changes in student's language skills, attitudes and self-concepts.

In view of the above obstacles, the material for this bibliography was drawn from six major sources:

1. The applicable literature accumulated by this investigator since 1963. This material has been collected

from several disciplines including aesthetics, anthropology, psychology, film, and communication theory.

2. Correspondence and/or personal contact with leaders in the field of media education requesting their aid in locating research pertaining to media education.

Among those contacted were:

John Culkin, Director, The Center for Understanding Media, New York, New York

Jack Debes, Coordinator, Visual Learning, Eastman Kodak Company, Rochester, New York

A. W. Hodgkinson, Chairman, Film Studies Department, Clark University, Worcester, Massachusetts

Kit Laybourne, Director of Research, The Center for Understanding Media, New York, New York

Chuck McVinney, Executive Secretary, New England Screen Education Association, Concord, Massachusetts

Ron Sutton, former Executive Secretary, National Association of Media Educators, Washington, D.C.

3. A review of Dissertation Abstracts International, Volumes 1-32, under the key words "Film," "Photography," and "Visual." In addition, the entire subject area, "Education Theory and Practice," was examined in Volumes 30-32 (through August, 1972). It should be noted that the terms "media education," "screen education," and "visual literacy" were not used as index

key words in Dissertation Abstracts International through August, 1972.

4. A review of the ERIC education collection through the year 1969 under the key words "Film Study" (first used as a key word in January, 1969), "Photography," and "Visual Learning." "Media education," "screen education," and "visual literacy" were not used as ERIC key words through 1969. The ERIC collection from 1970 to September, 1972 was reviewed under the following key words:

   Audio-Visual Education
   Film
   Film Study
   Multi-Sensory Learning
   Non-Verbal Ability
   Non-Verbal Communication
   Non-Verbal Learning
   Photography
   Visual Learning
   Visual Literacy--first used as a key word in May, 1970

5. A review of the Education Index, Volumes 13-22 (July, 1961-June, 1972) using the following key words:

   Communications in Education--used as a key word in Volumes 14-15 (July, 1963-June, 1965)

   Film Study--first used as a key word in Volume 15 (June, 1964-July, 1965)

   Mass Media in Education--used as a key word in Volume 22 (July, 1971-June, 1972)

Moving Pictures: Appreciation

Moving Pictures: Study and Teaching

Moving Pictures in Education

Perception: Visual--used as a key word prior to Volume 20 (July, 1969-June, 1970)

Screen Education--first used as a key word in Volume 14 (July, 1963-June, 1964)

Visual Perception--used as a key word after Volume 19 (July, 1968-June, 1969)

The terms "media education" and "visual literacy" were not used as key words in the Education Index through Volume 22 (July, 1971-June, 1972). However, articles with the term "visual literacy" in their titles are indexed under the key word "Visual Perception" beginning in Volume 20 (July, 1969-June, 1970).

6. A review of the Reader's Guide to Periodical Literature, Volumes 23-32 (March, 1961-February, 1973) under the key words "Communications in Education," "Mass Media in Education," "Moving Pictures: Study and Teaching," and "Moving Pictures in Education." The terms "film study," "media education," "screen education," and "visual literacy" were not used as key words in the Reader's Guide to Periodical Literature through February, 1973.

ANNOTATED BIBLIOGRAPHY

I. THE PROCESS OF COMMUNICATION

Ball, John, and Francis Byrnes, eds. Research, Principles and Practices in Visual Communication. Washington: Department of Audio-Visual Instruction, National Education Association, 1960.

An overview of research in visual communication.

Bing, Lois B. Vision Screening and Learning. U.S., Educational Resources Information Center, ERIC Document ED 053 878, April, 1971.

Defines three distinct phases of vision: physical, physiological (integrative), and psychological (perceptual). Argues that vision as it relates to learning must be discussed in the context of that learning.

Birdwhistell, Ray L. "The Artist, the Scientist, and a Smile." Paper presented at Maryland Institute of Art, December 4, 1964.

Examines the mutual interest of the scientist and the artist in nonverbal communication.

_____. "Body Signals: Normal and Pathological." Paper presented at the Meeting of the American Psychological Association, September, 1963.

Argues that the terms, normal and pathological, are relative and must be viewed in the context of the situation where they are used.

_____. "Communication." International Encyclopedia of the Social Sciences, ed. David L. Sills, Vol. III. New York: Macmillan, 1968.

The concept of human communication as a multi-channeled system instead of a series of discrete single-channeled systems.

_____. "Communicative Signals and Their Clinical Assessment," Voices: The Art and Science of Psychotherapy, I (Winter, 1965), 37-42.

The rationale and justification for the necessity of viewing nonverbal communication in the context in which it is generated. An implication that verbal communication must also be viewed this way.

_____. "Conceptual Bases and Applications of the Communication Sciences." Berkeley: University of California, April, 1965. (Mimeographed.)

An elaboration of the theory that communication is a multi-channeled system and an exposition of the study of kinesics. Discussion of body behavior, speech behavior, linguistic juncture and stress, a notation system for kinesic analysis, analysis of interpersonal communication, and kinesic-linguistic correlation.

_____. "The Frames in the Communication Process." Paper presented at the American Society of Clinical Hypnosis Annual Scientific Assembly, October, 1959.

Deals with the limitations and misuse of the information model of communication as well as impediments to communication research. Develops some analogies between linguistic markers and kinesic markers, drawing references to the kinesic interpretation of Bateson's family films.

_____. "Human Communication and Human Potentialities." Explorations in Human Potentialities, ed. Herbert A. Otto. Springfield, Ill.: Charles C Thomas, 1966.

The potential limitations of increasing the efficiency of man's communication systems. The advantages and disadvantages of literacy and the concept of communication as an interrelated, multi-channeled system.

_____. Kinesics in Context. Philadelphia: University of Pennsylvania Press, 1970.

A collection of essays on the theory, evolution, application, and future of kinesics. Excellent bibliography.

_____. "Kinesics, Inter and Intra Channel Communication Research," Social Science Information, VII (December, 1968), 9-25.

A position paper discussing infra- or subcommunicational systems, anthropological kinesics, i.e., body activity visually transmitted, and the cultural influences on communication systems.

_____. "Man and Communications." Proceedings of the 11th Annual Conference, Military Testing Association, Governors Island, New York, January, 1970. (Mimeographed.)

The changes in the concepts of communication since World War II, in particular, the theory that any one perception is an isolated system.

_____. "Some Deterrents to Interdisciplinary Research," Perceptual and Motor Skills Research Exchange, IV (March, 1952), 19-25.

Discusses a variety of human factors hindering interdisciplinary research.

_____. "Some Meta-communicational Thoughts About Communicational Systems," Language Behavior: Readings in Communication, ed. Johnney Akin, Alvin Goldberg, Gail Meyers, and Joseph Stewart. The Hague, Netherlands: n.n., 1970.

Several fundamental and opposing opinions of the communicative process, including communication as a system or a construct, the importance of evolutionary and animal data to the understanding of human communication, and communication as multi-modal with man as an organismic whole vs. man as cognitive and emotional.

_____. "Some Suggestions Concerning Teaching Aids in Undergraduate Anthropology Courses." Paper presented at the Wenner-Gren Symposium, Burgwartenstein, Austria, August, 1960.

The value of instructional aids in teaching, biases against their use, and a series of practical applications. Outdated except for description of assignments using media for anthropological research; useful models for activities to increase nonverbal awareness.

_____. "The Tertiary Sexual Characteristics of Man: A Fundamental in Human Communication." Paper presented at the meeting of the American Association for the Advancement of Science, Montreal, Canada, 1964.

Advances the thesis that much of human gender recognition and display is not at an anatomic level, but relies on tertiary sexual characteristics (body position, movement, expressions) and that these tertiary characteristics are learned, patterned, socialized types of behavior.

Carpenter, Edmund, and Ken Heyman. They Became What They Beheld. New York: Ballantine Books, 1970.

Excellent discussion of the relationship of the senses, information, society, and technology in the context of contemporary human communication.

Carpenter, Edmund, and Marshall McLuhan, eds. Explorations in Communication. Boston: Beacon Press, 1960.

A series of essays about communication, including such nonverbal forms as tactile and spatial communication, etc. An excellent introduction to the multi-sensory concept of communication.

Carpenter, Edmund, Frederick Varley, and Robert Flaherty. Eskimo. Toronto: University of Toronto Press, 1960.

A study of the Avilik Eskimo, stressing some of the non-verbal aspects of his culture and their implications for our culture.

Hall, Edward T. The Hidden Dimension. Garden City, N.Y.: Anchor Books, 1966.

A book centered around the study of proxemics--man's use of space as a specialized elaboration of culture, and hence as a communicative system.

_____. The Silent Language. New York: Doubleday, 1969.

A discussion of culture as a learned phenomenon with biological roots: A form of communication that is multi-sensory with 10 basic foci. The interaction of these foci define the parameters of culture.

Kaufman, Mabel. "A Model for the Study of Teaching Based on the Aesthetic Mode of Inquiry." Unpublished Doctoral dissertation, Columbia University, 1970.

A study of the art of teaching and the development of a paralanguage for describing and studying the traditional arts.

Koch, Christian Herbert. "Understanding Film as Process of Change: A Meta-language for the Study of Film Developed and Applied to Ingmar Bergman's Persona and Alan J. Pakula's The Sterile Cuckoo." Unpublished Doctoral dissertation, University of Iowa, 1970.

Develops a metalanguage to talk about changes in the mind of a film viewer as he watches a film.

McVey, Gerald. "An Analysis, Synthesis and Application of Selected Research Findings to Visual Design and Presentation by the Visual Specialist." Unpublished Doctoral dissertation, University of Wisconsin, 1969.

An interdisciplinary study based on the assumption that a gap exists between visual design and presentation practices

and their justification. Examines more than 1,000 pieces of research in an attempt to define the relationships between visual design, presentation practices, and their justification.

Milne, Murray. "Eye Movements--Dynamic Capacities of the Eye," School Environments Research #1: Environmental Abstracts, ed. C. T. Larson. Ann Arbor: University of Michigan, 1965.

A study exploring the dependence of visual tracking upon prior learning and the relationship between them.

Ruesch, Jurgen, and Weldon Kees. Nonverbal Communication: Notes on the Visual Perception of Human Relations. Berkeley: University of California Press, 1956.

A classic text on nonverbal communication. Discussion of communication theory and the structural differences between verbal and nonverbal communication. Examination of the varieties of nonverbal language and the manner in which they contribute to human communication.

Suskind, Arron. "The Drama of Objects," Photographers on Photography, ed. Nathan Lyons. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

A photographer's statement regarding the impact of our education on our visual perception of the world.

Travers, Robert. Research and Theory Related to Audio-Visual Information Transmission. Kalamazoo: Western's Campus Bookstore, Western Michigan University, 1967.

A detailed overview of information transmission research and theory, with major arguments against the validity of multichannel audio-visual communication.

_____. "Theory of Perception and the Design of Audio-Visual Materials." Paper presented at a faculty seminar on Educational Media, Bucknell University, Lewisburg, Pennsylvania, April 22, 1968.

An overview of man's perceptual systems with particular attention to multi-sensory communication.

11. RESEARCH DESIGN

Budd, Richard, Robert Thorp, and Lewis Donohew. Content Analysis of Communications. New York: Macmillan, 1967.

The theory and methodology of content analysis, containing a particularly good section on the problems of reliability and validity.

Campbell-Fisher, Ivy. "An Experiment on the Expressiveness of Shell and Textile Montages," Journal of Experimental Psychology, XL (August, 1950), 523-526.

Describes a study in which subjects assigned moods to nonrepresentational montages. Points out that it is difficult to determine whether the subjects assigned titles to the montages because of some verbal stereotype or the actual arousal of some emotional process.

Griffith, Jerry, and L. E. Miner. "Methodological Considerations in Visual Literacy Research," Audiovisual Instruction, XVII (May, 1972), 36-40.

Written for the experienced researcher, this article discusses data interpretation, reliability, correlation, and psychological scaling techniques as they relate to visual literacy research.

_____. "Visual Literacy Research Guidelines," Audiovisual Instruction, XVII (May, 1962), 30-35.

An introduction to empirical research methodology for the inexperienced investigator.

Lewis, J. Richard. The Simple Camera and the English Teacher. U.S., Educational Resources Information Center, ERIC Document ED 048 313, 1970.

Describes a project making 72 50-cent cameras available to 200 children. The children were asked to explore a subject using photographs to illustrate research papers, to describe a process without words, and to make collages of their families and friends.

Nuell, Leon Richard. "An Evaluation of a Large Unified School District Visual Literacy Program: Its Implications for Art Educators." Unpublished Doctoral dissertation, University of Kansas, 1971.

Deals with evaluating a large-scale visual literacy program and its effects on the written language of children.

Payne, Donald T. A Limited Logical Analysis of Pictures Applied to a Study of Children's Responses to Pictures. U.S., Educational Resources Information Center, ERIC Document ED 003 673, 1965.

Develops a systemic approach for the analysis of graphic or pictorial material created by children.

Ryan, Margaret. "The Relationship of Selected Variables to the Visual Organization of the Drawings of Children." Unpublished Doctoral dissertation, University of Florida, 1970.

Develops a "visual organization drawing test" to rate elementary school children's drawings.

Torrance, Paul. Torrance Tests of Creative Thinking. Princeton: Personnel Press, 1966.

A commercially marketed, standardized test for the measurement of creative thinking.

Woods, W. A., and J. C. Boudreau. "Design Complexity as a Determiner of Visual Attention Among Artists and Non-Artists," School Environments Research #1: Environmental Abstracts, ed. C. T. Larson. Ann Arbor: University of Michigan, 1965.

Deals with the effect of formal visual training on the ability to perceive complex designs.

III. SCREEN EDUCATION/VISUAL LITERACY: PHILOSOPHY

Barley, Steven. "Film: The World Will Just Fall into Place." Rochester, N.Y.: Eastman Kodak, n.d. (Mimeographed.)

A discussion of a variety of ways film and photography can be used in the classroom.

_____. "Filmmaking and Film Breaking in English Class." Paper presented at the Palm Beach Board of Public Instruction, In-service Teacher Training Workshop for Teachers of English, Palm Beach, Florida, January 22, 1970.

A parable on the approaches to filmmaking in the school.

_____. "Why Visual Sequences Come First." Paper presented at the Genessee Valley School Development Association, In-service Teacher Training Workshop, Canandaigua, New York, April, 1969.

Argues that visual sequencing exercises should be the first experiences in any Screen Education/Visual Literacy program.

Culkin, John M., S.J. "Toward Mediacy: An Extension of Film and Television Study," Audiovisual Instruction, XIII (January, 1968), 10-13.

Advocates that the concept of film study be extended to include all nonprint media. Discusses several practical issues facing film and media studies; teacher training, teaching materials, curriculum development, etc.

Dondis, Donis. A Primer of Visual Literacy. Cambridge: MIT Press, 1973.

An excellent introduction to the elements and structure of visual communication. The author defines ten elements of visual communication and discusses their application in the creation and interpretation of visual messages.

Field, Sidney S. Incident at Andover. Report on the Development Seminar of the North Reading Screen Education Project held at Andover, Massachusetts, November 2-3, 1969. U.S. Office of Education Project #6-1535.

A report on the Development Seminar of the North Reading Screen Education Project, and a projection for future implementation of Screen Education/Visual Literacy in education.

"Film Study in the Secondary School," English Journal, LVIII (November, 1969), 1259-1267.

An annotated bibliography of articles pertaining to film study.

Fransecky, Roger B., ed. "Visual Literacy Symposium," Audiovisual Instruction, XVII (May, 1972), 7-48.

An issue devoted to articles discussing various aspects of visual literacy. For additional articles, see Audiovisual Instruction, Vol. 14, #8, October, 1969.

Hannigan, Jane, and David Powell, eds. The Waltham Conference. Report on the National Screen Education Committee Conference held at Waltham, Massachusetts, January 19-21, 1968. Chicago: Films Incorporated, 1968.

Report of a 1968 conference of Screen Educators which set forth a series of goals to be met by 1975.

Hayes, Bartlett, Jr. Education Thru Vision: Final Report. U.S., Educational Resources Information Center, ERIC Document ED 017 044, 1967.

Description of a project which expanded the traditional high school curriculum to include visual arts, photography, film, etc.

Hodgkinson, A. W. An Investigation into the Practice of Screen Education: The Introduction of Films and Television into Education as an Essential Area of Study. U.S., Educational Resources Information Center, ERIC Document ED 036 205, 1970.

Final report on the North Reading Screen Education Project, a three-year study of the effects of Screen Education in a public school.

_____. Screen Education: Teaching a Critical Approach to Cinema and Television. UNESCO Reports and Papers on Mass Communication, No. 42. Paris: UNESCO, 1964.

An early and basic statement of Screen Education philosophy.

Kirkton, Carole Masley. "Media Literacy: Focus on Film," English Journal, LX (September, 1971), 831-838.

A brief overview of the field of media education with a selected, annotated bibliography.

Lacey, Richard. Seeing with Feeling: Film in the Classroom. Philadelphia: W. B. Saunders, 1972.

A statement of Screen Education philosophy and methodology.

Peters, J. M. L. Teaching About the Film. Paris: UNESCO, 1961.

One of the earliest rationales for Screen Education.

Pickering, John M. Visual Education in the Primary School. London: Batsford, 1971.

The philosophy and methodology of visual education at the primary level.

Polito, Ronald. "A Study of the Need for Screen Education in Contemporary American Society." Unpublished Master's thesis, Boston University, 1968.

An historical overview of formal Screen Education activities in American schools, a mini-study on children's ability to analyze film, and an argument for the need of Screen Education as part of the school curriculum.

Ross, Samuel, Jr. Visual Literacy--A New Concept. U.S., Educational Resources Information Center, ERIC Document ED 060 655, 1972.

Describes a pilot project of Visual Literacy in an elementary school.

_____. Visual Literacy Activities in the Schools. U.S., Educational Resources Information Center, ERIC Document ED 060 656, 1972.

Describes various Visual Literacy activities in the primary grades.

Smith, R. A., ed. "Symposium: Film Study as Aesthetic Education," Journal of Aesthetic Education, III (July, 1969), 5-156.

An issue devoted to articles discussing film studies as aesthetic education.

_____. "Symposium: The Teaching of Film," Journal of Aesthetic Education, V (April, 1971), 5-145.

An issue devoted to articles discussing the aims of film education.

Sohn, David, and Melinda Stucker. Film Study in the Elementary School: Grades Kindergarten Through Eight. A Curriculum Report to the American Film Institute. U.S., Educational Resources Information Center, ERIC Document ED 032 316, 1969.

Report on a film study project in grades K-8 in Evanston, Illinois.

Tanzer, Jo Ann. "The Aesthetics of the Visual Environment." Unpublished Doctoral dissertation, Columbia University, 1970.

Presents an argument and exercises for a study of the environment in art education designed to broaden all of man's senses.

Whannell, Paddy, and Peter Harcourt, eds. Film Teaching. London: British Film Institute, 1964.

A study of four film study courses.

Williams, Clarence, and John L. Debes, eds. Proceedings of the First National Conference on Visual Literacy. New York: Pitman, 1970.

A collection of papers delivered at the first Visual Literacy Conference.

IV. SCREEN EDUCATION/VISUAL LITERACY AND READING

Barley, Steven. "A Visual Literacy Approach to Development and Remedial Reading." Paper presented at the Fourth Annual Reading Conference, State of Wyoming, June 2-8, 1969.

Discusses the ways in which visual experiences, especially visual sequencing exercises, can aid the teaching of reading.

Hedges, Robert Eugene. "An Investigation into the Effects of Self-Directed Photography Experiences upon Self-Concept and Reading Readiness Achievement of Kindergarten Children." Unpublished Doctoral dissertation, Syracuse University, 1971.

Concludes that the use of self-directed photography does increase the student's self-concept, but does not significantly affect reading readiness.

Nichols, Edith Elizabeth. "The Effects of Multisensory Perceptual Training on Reading and Perceptual Development at the First Grade Level." Unpublished Doctoral dissertation, North Texas State University, 1969.

Concludes that multisensory perceptual training can improve readiness to read, reduce differences between high and low ability groups, and prevent reading difficulties.

V. SCREEN EDUCATION/VISUAL LITERACY AND SELF-CONCEPT

Hedges, Robert Eugene. "An Investigation into the Effects of Self-Directed Photography Experiences upon Self-Concept and Reading Readiness Achievement of Kindergarten Children." Unpublished Doctoral dissertation, Syracuse University, 1971.

See annotation under Section IV.

Hodgkinson, A. W. An Investigation into the Practice of Screen Education: The Introduction of Films and Television into Education as an Essential Area of Study. U.S., Educational Resources Information Center, ERIC Document ED 036 205, 1970.

See annotation under Section III.

Nicoletti, Donald Joseph. "An Investigation into the Effects of a Self-Directed Photography Experience upon the Self-Concept of Fourth Grade Children." Unpublished Doctoral dissertation, Syracuse University, 1971.

Results are inconclusive, but indicate that photography experiences may be a factor in self-concept change.

Ross, Samuel, Jr. The Learning Disabled as a Creative Individual. U.S., Educational Resources Information Center, ERIC Document ED 060 653, February, 1972.

Argues for the use of Visual Literacy experiences with underachievers. Indicates that students who participate in such activities exhibit changes in attention span, discipline, and motivation.

Simons, Joel Phillip. "The Development and Testing of a High School Course in Semantics and the Media." Unpublished Doctoral dissertation, New York University, 1971.

The study indicates significant changes in the levels of the students' critical thinking ability, self-image, and attitudes toward education as a result of the test course.

VI. VISUAL-LANGUAGE RELATIONSHIPS

Bruner, Jerome, J. Goodnow, and G. Austin. A Study of Thinking. New York: Wiley, 1967.

An overview of investigation into cognitive processes, including Bruner's theory of representational symbols.

Bruner, Jerome, R. Oliver, R. Greenfield, and others. Studies in Cognitive Growth. New York: Wiley, 1966.

A collection of articles pertaining to cognitive growth, including Bruner's theory of representational symbols.

Cole, L. R. The Visual Element and the Problem of Meaning in Language Learning. U.S., Educational Resources Information Center, ERIC Document ED 021 490, 1966.

A discussion of the relationship of vision to aural language.

Galúin, Marion Francis. "An Experiment in Visual-Verbal Programing in Art at the Senior High School Level." Unpublished Doctoral dissertation, Pennsylvania State University, 1965.

A study involving the presentation of a unit of art history by verbal and visual-verbal means. Interesting attempt to test at both the visual and verbal levels.

Kuruna, Daniel Lee. "Some Relationships Between Visual Responses and Verbal Understanding." Unpublished Doctoral dissertation, Pennsylvania State University, 1971.

Description of a study in which subjects were given bipolar word stimuli (e.g., happy-sad) and asked to draw their responses. Test results indicate that the drawings were similarly understood by drawers and judges and that judges can interpret visualizations of verbal stimuli with a high degree of reliability.

Peterson, John Lee. "Order and Translation Effects Between Pictorial and Verbal Forms." Unpublished Doctoral dissertation, Indiana University, 1970.

A study examining the differences in communicative efficiency between pictorial and verbal forms and the information-processing associated with the translation from one form to the other. Suggests that Bruner's representational symbol modes would provide a satisfactory means for analyzing information-processing associated with pictorial and verbal forms.

Speidel, Judith Douglas. "Using Art to Teach Writing: An Experiment in Perceptual Training." Unpublished Doctoral dissertation, Stanford University, 1969.

A study based on the hypothesis that visual training would make students more observant of details and increase the specificity of their descriptive writing. Results showed increases in specificity but not at significant levels.

Tuttle, Frederick, Jr. "The Effect of Training in Visual Composition on Organization in Written Composition in Grade 3." Unpublished Doctoral dissertation, Syracuse University, 1970.

A study comparing a traditional method of improving organization in written composition with a new method designed to give the students experiences in organizing another medium (still photography). Results indicate that children trained by the new method do improve the organization of their written compositions but to no greater degree than the students trained by the traditional method.

Williams, Clarence. "Nine Visual Literacy Propositions and Some Related Research." Rochester, N.Y.: The Center for Visual Literacy, University of Rochester, n.d. (Mimeographed.)

A position paper stating that the ability to translate

back and forth from visual-visual metaphors, verbal-visual, visual-verbal, and verbal-verbal metaphors is an essential concern of education.

VII. VISUAL-LANGUAGE RELATIONSHIPS AND "DISADVANTAGED" CHILDREN

Gardner, Rosemary, and Carolyn Ingram. The Yettem School Visual Literacy Project: English as a Second Language. U.S., Educational Resources Information Center, ERIC Document ED 041 257, May, 1970.

Description of a project using visual literacy methods to aid the teaching of English to Spanish-speaking children.

Hefferman-Cabrera, Patricia. The Camera as the "Eye of the Mind." A Pilot Project for Visual Literacy and the Teaching of English as a Second Language to Disadvantaged Spanish-Speaking Migrant Children. U.S., Educational Resources Information Center, ERIC Document ED 041 254, 1970.

Prospectus for a project in visual literacy at the Cutler-Orosi Unified School District in Tulare County, California. The project suggests using visual literacy methods to teach English and other communicacion skills to non-English-speaking children.

_____, and others. Visual Literacy: A Child-Centered Reading Program. U.S., Educational Resources Information Center, ERIC Document ED 050 617, October, 1970.

Further description of visual literacy activities at the Yettem School mentioned in the previous citation.